# Management Group: PlaceDepartment/Section: Housing and Strategic Planning/Strategic PlanningJob Title: Career Grade Building InspectorReports to: Building Control ManagerGrade: Bexley 07 to 17

### 1. Purpose of the job

### To implement and enforce the current Building Regulations and allied legislation, and to deliver Building Control services including giving advice to applicants and other departments within the limits of the individual’s competency registration or otherwise under appropriate supervision.

To be actively involved in promoting the service delivery of building control and achieving the highest level of customer satisfaction so as to meet the Council’s policy of customer care and to maintain and improve market position.

### 4. Principal accountabilities

Please see table below.

| Principal Accountabilities | Trainee BI | Assistant BI | Building Inspector | Senior BI |
| --- | --- | --- | --- | --- |
| Implementation |
| Examination of deposited plans to ensure compliance with Building Regulations | Under supervision | To relevant competency or otherwise under supervision | To relevant competency or otherwise under supervision | To relevant competency or otherwise under supervision where appropriate |
| Development of inspection schedules and attendance during progression of works to ensure compliance with Building Regulations | Under supervision | To relevant competency or otherwise under supervision | To relevant competency or otherwise under supervision | To relevant competency or otherwise under supervision where appropriate |
| Investigation, reporting and enforcement where necessary of unauthorised or contravening works | Under supervision | To relevant competency or otherwise under supervision | To relevant competency or otherwise under supervision | To relevant competency or otherwise under supervision where appropriate |
| Detection, investigation and reporting of dangerous structures and enforcement where required. | All structures under supervision | * Residential dwellings for single household less than 7.5m high and associated buildings
* Any boundary treatments
* All other structures under supervision
 | All structures | All structures |
| Identification of necessary demolition works and ensuring conformity with associated notices | All structures under supervision | * Residential dwellings for single household less than 7.5m high and associated buildings
* Any boundary treatments
* All other structures under supervision
 | All structures | All structures |
| Organisational Control and Development |
| To keep under review and develop relevant structures, procedures and working methods to ensure an integrated, effective and efficient approach to the delivery of services. | * Participate actively in team meetings
* Share best practice from elsewhere
 | As with trainee BI plus:* Assist in the development and piloting of new initiatives
 | As with Assistant BI plus:* Analyse results of new initiatives and make recommendations
 | As with BI plus:* Lead on the identification and implementation of new structures and procedures
 |
| To ensure that working practices and processes are developed that maximise the use of new technology to ensure efficient and effective delivery of services to residents. | * Participate actively in team meetings
* Share best practice from elsewhere
 | As with trainee BI plus:* Assist in the development and piloting of new initiatives
 | As with Assistant BI plus:* Analyse results of new initiatives and make recommendations
 | As with BI plus:* Lead on the identification and implementation of new practices and technologies
 |
| Personal Effectiveness |
| To present timely and relevant advice and information to Members, building control bodies and dutyholders | Under supervision | To relevant competency or otherwise under supervision | To relevant competency or otherwise under supervision | To relevant competency or otherwise under supervision where appropriate |
| To deal promptly with all matters requiring the post holder’s personal attention. | In accordance with associated work programme and personal development plan | In accordance with associated work programme and personal development plan | In accordance with associated work programme and personal development plan | In accordance with associated work programme and personal development plan |
| To establish and develop effective working relationships and productive partnerships with relevant partners whilst identifying, reporting and mitigating any conflicts of interest | * To understand who the Councils key customers and partners are
* To participate in customer liaison under supervision
* To understand what a conflict of interest is and the processes to mitigate
 | As with trainee BI plus:* Engage positively with customers and their agents as part of allocated workload
* To identify conflict of interest and implement processes as appropriate to cases
 | As with trainee BI plus:* To engage with and maintain relationships with key partners and developers
 | As with BI plus:* To lead on the management of accounts of key developers
* To liaise with the BSR as appropriate
 |
| To be fully conversant and in compliance with relevant statutory provisions and the Council’s constitution, policies, processes and procedures as well as the professional Code of Conduct;  | In accordance with associated work programme and personal development plan | In accordance with associated work programme and personal development plan | In accordance with associated work programme and personal development plan | In accordance with associated work programme and personal development plan |
| To develop the full range of professional skills to satisfy the requirements of the post, including maintaining competency and supporting others to do the same | In accordance with associated work programme and personal development plan | In accordance with associated work programme and personal development plan | In accordance with associated work programme and personal development plan | In accordance with associated work programme and personal development plan |

## Person Specification

Management Group: Place
Department/Section: Housing and Strategic Planning/ Strategic Planning
Job Title: Career Grade Building Inspector

| **Selection Criteria** | **Trainee Building Inspector** | **Asst. Building Inspector** | **Building Inspector** | **Senior Building Inspector** |
| --- | --- | --- | --- | --- |
| **Undergrad** | **Grad** | **Class 2** | **Class 3** |
| **Education and Formal Training** |
| (a) Relevant RICS accredited degree/HNC or equivalent (A) | N/A (min. Level 3 qualification) | E | E | E | E | E |
| (b) Registration as Building Control Inspector with specified competency (A) | Class 1 | Class 1 | Class 2 (Cat. A) or Band A | Class 2 (Cat B to D) or equivalent Band B | Class 2 (Cat E to F) or equivalent Band B | Class 3 (Cat A to H) or Band C |
| (c) Eligible for full membership of RICS, CABE or CIOB | N/A | N/A | D | E | E | E |
| **Relevant technical experience, knowledge & skills/abilities** |
| (c) Ability to supervise others in restricted activities (A+I) | N/A | N/A | D | E | E | E |
| (d) Knowledge of non-restricted functions and activities e.g. dangerous structures. (A+I) | N/A | D | D | E | E | E |
| 1. Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary. (I)
 | D | D | E | E | E | E |
| 1. Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation. (A+I)
 | D | D | E | E | E | E |
| 1. Ability to listen to customers and understand their needs. (A+I)
 | D | D | E | E | E | E |
| 1. Ability to tailor your approach to each conversation appropriate to the customer, responding clearly even in complex situations. (A+I)
 | D | D | E | E | E | E |
| (i) Ability to prioritise workload (A+I) | D | D | D | E | E | E |
| (j) Ability to work in partnership with others to find solutions and secure positive outcomes (A +I) | D | D | D | E | E | E |
| (k) Ability to use ICT effectively (A+I) | D | D | E | E | E | E |
| (l) Ability to analyse information and draw appropriate conclusions (A+I) | D | D | E | E | E | E |
| (m) Ability to keep accurate records and write cogent reports (A+I) | D | D | E | E | E | E |
| (n) Ability to work independently when required (A+I) | N/A | N/A | E | E | E | E |
| (o) Ability to display adaptability and resilience (A+I) | D | D | D | E | E | E |
| **Other Additional Requirements** |
| (p) Availability to work evenings and weekends (I) | N/A | N/A | D | E | E | E |
| 1. Ability to travel around the borough (A+DL)
 | E | E | E | E | E | E |

Disabled applicants only have to meet the ‘**Essential Criteria’** to guarantee them an interview. Items must therefore only be listed as essential if the post holder would be unable to perform the role without them.

**KEY:**

I = Interview, A = Application Form, AT = Ability Test, PQ = Personality Questionnaire,

P = Presentation, PE = Practical Exercise, DBS = Disclosure & Barring Service, DL = Driving Licence

Applicants will be assessed against these criteria and the following high-performance indicators throughout the recruitment process.

### High Performance Indicators

|  |  |  |
| --- | --- | --- |
| Values | Behaviours for staff | Behaviours for managers |
| Innovation | I respond flexibly and adapt to changing demands I am prepared to take managed risks to achieve better outcomesI ask ‘What if…? to develop fresh thinking and innovative approaches to generate and implement solutions to improve performance and challenge the status quo | I routinely look for innovative and cost-effective ways to improve performance and customer serviceI champion change and deal successfully with ambiguity, enabling people to see positive and exciting possibilities for the futureI take calculated risks based on available evidence and my professional judgement to learn and try new things |
| Leadership | I demonstrate a clear sense of purpose and direction, in line with organisational objectivesI am willing to take difficult decisionsMy personal actions promote a positive image of Bexley | I take responsibility for my service and for making things happen to make a difference to my service usersI create an environment where staff can thrive and show I value and trust staff, give praise and recognise good workI inspire, lead and encourage staff to move forward |
| Collaboration | I show respect for others and value contributions from internal and external partners and customersI recognise the right solution, regardless of who initiated itI seek out and work with partners who can help me achieve the outcomes and objectives I need to deliver | I encourage the feeling that the team is a collective unit with shared goalsI engage with service partners and other areas of the Bexley organisation to understand the demands on others and seek solutions as One CouncilI network internally and externally |
| Listening and Responding | I acknowledge other people’s viewpoints and work with them to find a win-win solutionI prepare and present information anticipating questions and problemsI adapt my style to the audience and their needs, using the most appropriate communication channels | I seek regular service user feedback and review customer data to shape service improvements I ask staff for ideas on how to improve our service and how I can improve as a manager, listen to them and act on themI empower staff to make decisions and changes to improve value for money, customer service and productivity |
| Open and Accessible | I see issues from the customer / user perspectiveI monitor customer feedback and level of satisfaction with the service they receive, and use this to improve and pre-empt customer needsI seek to build and maintain positive relationships with customers and partners | I am accessible to my service users, customers, staff and MembersI communicate and share a clear vision for the bigger picture as well as specific service areasI outline what is expected of individuals and their contribution to the whole, and am consistent in my expectations |
| Impact | I prioritise my activities and resources to focus on those which have the most impact for residentsI take responsibility for making things happen and achieving my objectivesI make decisions and clear recommendations based on my professional opinion and experience, informed by a range of information and evidence | I design services that provide value for money and deliver our outcomes, informed by evidenceI produce, prioritise and adapt plans to meet changing requirementsI set interim goals to achieve notable wins on the way to larger objectivesI deal with poor performance |

These HPI values should not be changed.

**Career Grade Scheme for Building Control Inspectors**

1. Introduction

This Career Grade Scheme operates within the Building Control service. It is based on the following principles:

(a) It is applicable to officers of the Division between the grades of Trainee Building Inspector (Bexley TBC) and Senior Building Inspector (Bexley TBC);

(b) It is a career-based scheme, where grade relates directly to job responsibility, experience, qualifications and personal performance;

(c) The pay level of an individual within the career grade is personal and will depend on personal achievement.

(d) The necessary work at the appropriate level must be available as evaluated by the Building Control Manager in consultation with the Head of Service having regard to the work programme for the team and the nature of applications received;

(e) The scheme is intended to assist the organisation with the recruitment and retention of staff in the scarce skill areas of Building Control.

2. Pay Determination

The Career Grade Scheme:

(a) Comprises six grades, enabling progression where the conditions of the career grade scheme and performance criteria are fully met. A brief description of the level of work required at each grade is specified in Appendix A; and

(b) Identifies, for each grade, the precise qualifications, experience and competence expected of an individual at that grade which, together with relevant work programmes, give a full definition of that individual’s responsibilities.

3. Application of the Scheme

(a) The scheme will operate within the Building Control service of the Place directorate;

(b) The job definition, experience, performance and qualification criteria for each grade are listed at Appendices B, C and D, with incremental progression within individual grades evaluated as part of the yearly appraisal process in the normal way;

(c) An individual’s contract of employment will specify the relevant grade. If an individual progresses to the next grade, a revised contract of employment will be issued;

(d) An individual’s progress will be regularly assessed by the relevant TeamManager with feedback provided to individuals at 1 to 1s or quarterly review meetings. Any review periods and particular progression paths based on the individual’s pattern of further education (where underway) may be agreed in advance;

(e) Progression between one grade and the next will be dependent on the individual’s ability to perform the job responsibilities for the higher grade as defined, meeting the personal criteria of qualification, competence, experience and performance, the availability of the right level of work and there being sufficient funds within the Division’s devolved staffing budget – see section 5 below for further information.

(f) To be considered for progression between one grade and the next the individual must provide a written statement setting out how they meet the criteria and discuss that with their team manager. This can take place at any time during the year where an individual considers the criteria for progression is met. Where an employee is not deemed to meet the criteria by their team manager then no new application shall be considered until the individual has completed any necessary development plan and/or the conditions in 3e are met. Any dispute arising from the regrading process will be referred to the head of service for final adjudication.

4. Training and Education

The Division will provide practical work experience at the relevant grade and access to appropriate education and training in accordance with: the Council’s published Workforce Development Policy and Related Procedures, departmental priorities and financial resources.

5. Personal Development and Progression between Grades

It is an expectation of this Career Grade Scheme that the post holder will actively pursue continuous development of their professional skills and range of experience, as set out below. This includes attainments of relevant professional qualifications.

(a) Relevant qualifications include Chartered Membership of an appropriate professional institute, as well as the relevant degree level qualification.

(b) The Council will positively encourage that personal and professional development, but it will be up to the individual to set the pace, in agreement with their manager(s).

(c) Regular (usually fortnightly) 1-2-1s will be held between the post holder and their supervisor. In addition, appraisal conversations will be held quarterly, in accordance with the Council’s appraisal procedure. Initially, the appraisal conversation should involve agreeing short, medium and longer term personal development goals in the form of a Personal Development Plan. At future appraisal conversations (and at other times, if appropriate), the post holder should then take the opportunity to review progress with their supervisor towards their development goals.

(d) At the start of each financial year, the appraisal conversation should include agreeing performance and personal development goals for the year ahead – and longer ahead as appropriate, in accordance with the post holder’s Personal Development Plan.

(e) To achieve promotion from one Grade to the next, the post holder should be regularly demonstrating a level of performance that satisfies a significant majority of the requirements of that next Grade, including the relevant professional qualifications and competence. It will not be sufficient simply to have had a particular length of time within the post.

(f) To aid that assessment process, the post holder should:

1. Keep CPD records in accordance with the requirements of the relevant professional body; and/or
2. Keep a personal log book (for which MS Notes could be used) that sets out particular achievements, skills learned or improved and insights gained.